

# Trainer's Guide

## Module 2.2

### Communication needs and importance



**Presenter's name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



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# 1. Introduction

This section presents the notions of communication and communication functions. It is the second chapter in module 2 (Communication needs and importance):

**Chapter 1:** Communication and communicative functions

**Chapter 2: Communication partners and their roles**

**Chapter 3:** Impact of IDD on communicative functions - Support needs

**Chapter 4:** What is inclusive communication

**Chapter 5:** Support decision making

# 2. Materials needed

The slides for this presentation (COM-IN\_PR3\_2\_2\_Communication partners and their roles.pptx).

A projector.



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### 3. Slides and trainer's notes

Content:

Slide nº: 2 Estimated time:



**Module 2. Communication needs and importance**

**Chapter 1:** Communication and communicative functions  
**Chapter 2: Communication partners and their roles**  
**Chapter 3:** Impact of IDD on communicative functions - Support needs  
**Chapter 4:** What is inclusive communication  
**Chapter 5:** Support decision making

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#### SLIDE CONTENT

Module 2 Chapter 2 (Communication partners and their roles)  
Module 2's content

#### NOTES

Slide nº: 3 Estimated time:



**Module 2. Communication- needs and importance**



**Chapter 2: Communication partners**

**Learning Objectives**

- How people adopt a role as partners in the communication
- How the communicative roles varies

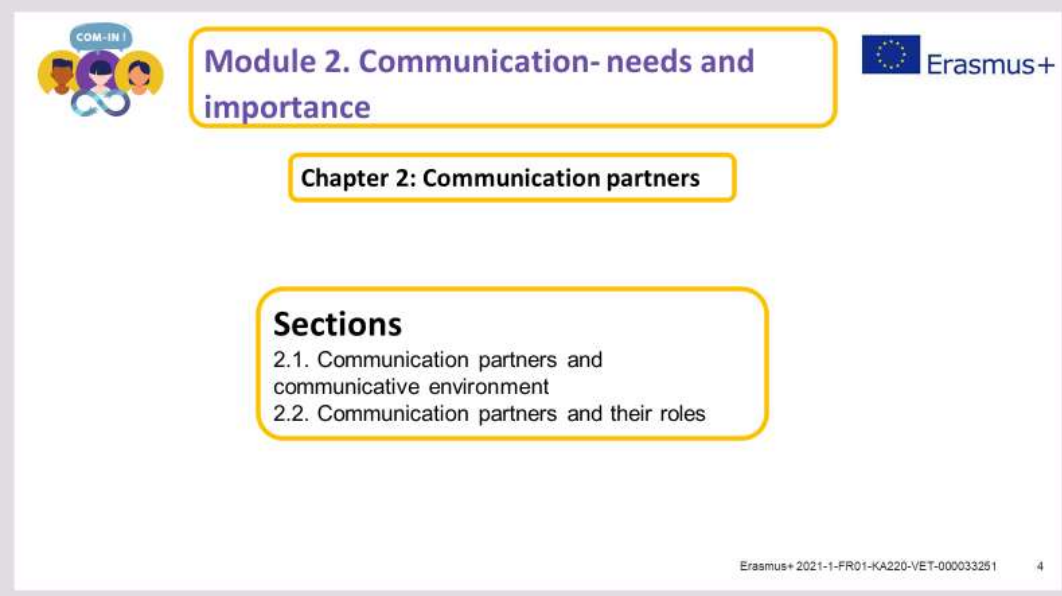
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## SLIDE CONTENT

Module 2 Chapter 1 (Communication partners and their roles)  
Learning objectives

## NOTES

**Slide nº: 4      Estimated time:**



**Module 2. Communication- needs and importance**

**Chapter 2: Communication partners**

**Sections**

- 2.1. Communication partners and communicative environment
- 2.2. Communication partners and their roles

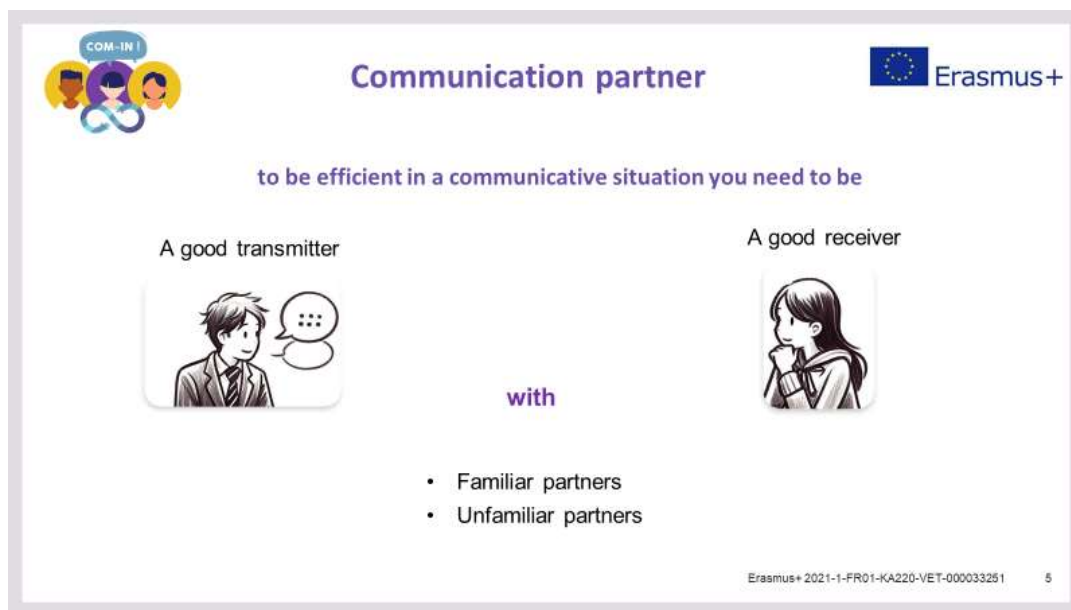
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## **SLIDE CONTENT**

Module 2 Chapter 1 (Communication partners and their roles)  
Overview of the chapter

## **NOTES**

**Slide n°: 5      Estimated time:**



**Communication partner**

to be efficient in a communicative situation you need to be

A good transmitter

A good receiver

with

- Familiar partners
- Unfamiliar partners

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**SLIDE CONTENT**

**Module 2 Chapter 1 (Communication partners and their roles)**

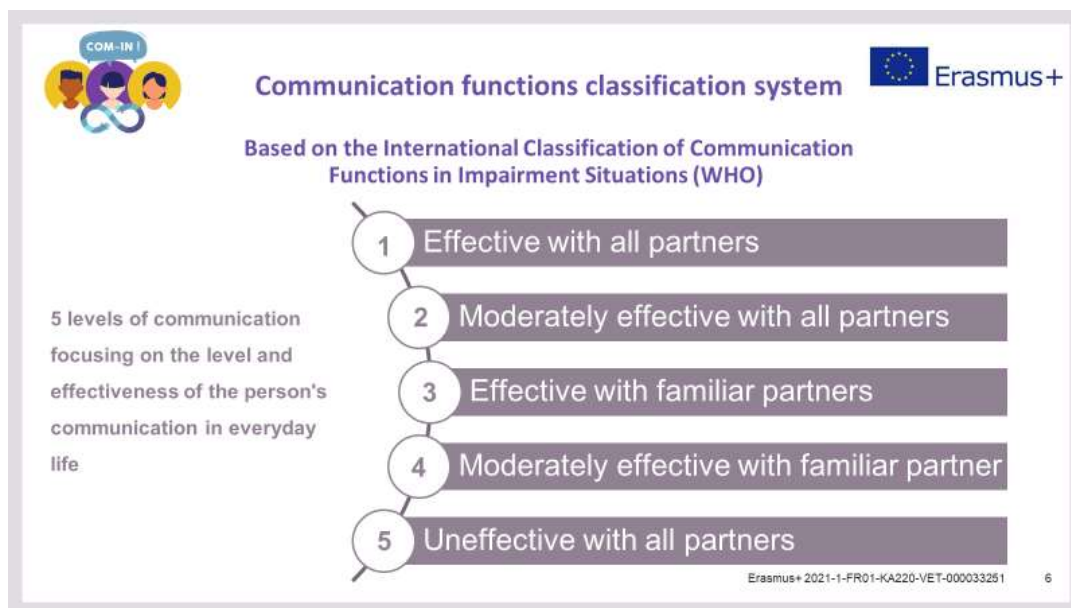
“The success of communicative interaction is dependent on the communication skills of each individual participating in the exchange.”

To be efficient in a communication situation you need to be : (1) a good transmittor and (2) a good receiver either with familiar partners or with unfamilar partners

A communication partner is the person or are the persons that send and receive messages with each other. The expression “communication partners” is used to refer to all people who are directly or indirectly involved in communicating with other people, and especially people with communication needs. Communication partners have a fundamental role in supporting people with intellectual disabilities. They interact with the individual in different roles and in different environments.

**NOTES**

**Slide nº: 6      Estimated time:**



**SLIDE CONTENT**

**Module 2 Chapter 1 (Communication partners and their roles)**

A good way to appreciate the communication quality is to refer to the communication function classification system (CFCS) (Hidecker et al., 2011).

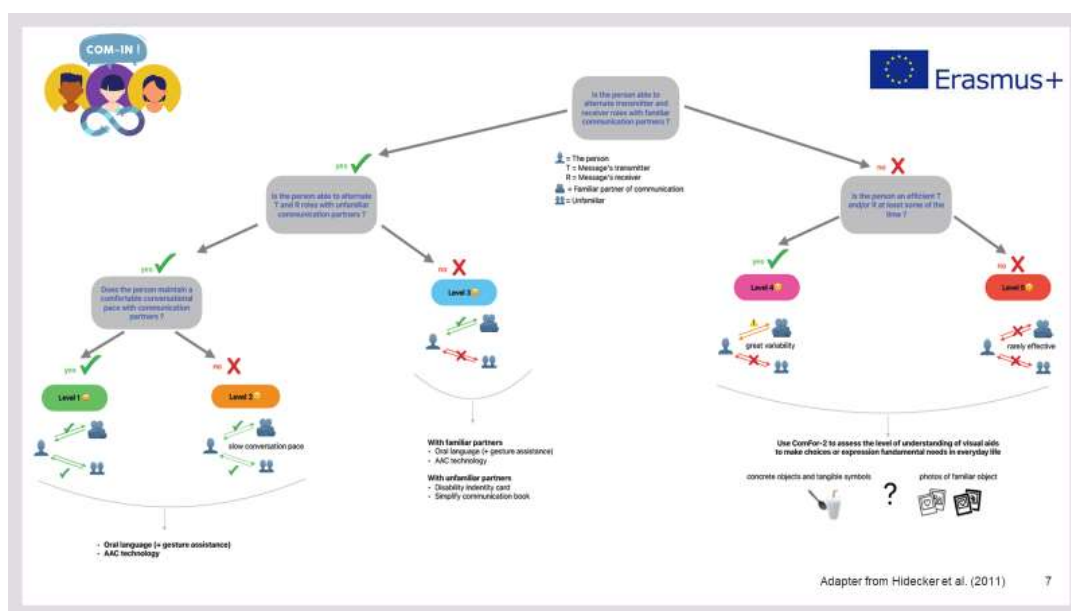
Five communication levels focusing on the person participation level are described in the CFCS. They are based on the International Classification of Functioning, Disability and Health (World Health Organization – WHO).

The main goal is to evaluate the overall effectiveness of communication performance based on the way the person manages in everyday life communication situations.

**NOTES**



## Slide nº: 7 Estimated time:



## SLIDE CONTENT

### Module 2 Chapter 1 (Communication partners and their roles)

The communication classification system proposed by Hidecker et al (2011) is not a test and does not replace standardised communication assessments.

The classification system for communication functions does not therefore assess the person's communication potential or address the underlying reasons for the communication deficit.

This tool, which was originally designed to assess the communicative effectiveness of people with Cerebral Palsy, provides a means of understanding the effectiveness of communication with different communication partners (familiar vs. unfamiliar).

However, it can also be useful for other pathologies, as well as for setting up an individualised support and service delivery plan. For example, for :

describe functional communication performance using a common language between professionals and the person's family and friends,


recognise the use of all effective communication methods, including AAC

compare the way in which different communication environments and/or different partners affect the effectiveness of the person's communication


choose objectives to improve the person's communication effectiveness, etc.

## NOTES

**Slide nº: 8 Estimated time:**




### Communication partner and their role



The success of communicative interaction is dependent on the communication skills of each individual participating in the exchange

Communication partners



Person with special needs of communication

A communication disability impacts :

- directly the persons concerned
- indirectly their families more “extended” communication partners, such as life partners/ friends, professionals, and members of the community

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**SLIDE CONTENT**

**Module 2 Chapter 1 (Communication partners and their roles)**

A communication disability impacts directly not only the persons concerned but, also, indirectly their families, as well as other, more “extended” communication partners, such as life partners/ friends, professionals, and members of the community

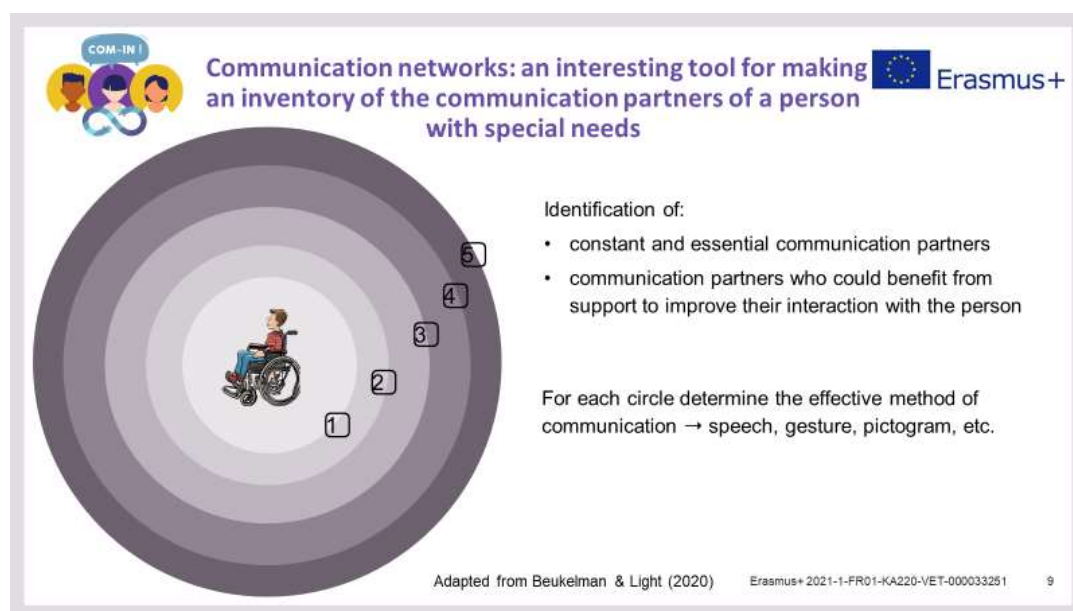
As the nature of each disability is different, the quality of life of people with disabilities depends on the interaction of personal characteristics and environmental factors

The well-being of the citizens of a society is a function of political decisions and legislative arrangements that recognize the right of every citizen of society to maintain control over their daily life and to be able to satisfy basic needs such as psychological, moral, and biological needs.

**NOTES**



## Slide nº: 9 Estimated time:



### SLIDE CONTENT

#### Module 2 Chapter 1 (Communication partners and their roles)

The environment is usually described in terms of circles corresponding to different kinds of relationships (see below). This is related to the conception developed by the psychologist Bronfenbrenner (2005) who proposed a ecosystemic view of children development

Communication disability is inextricably linked with the individual level of communication. However, it also affects the Service providers level and Authorities level.

- Circle 1: close and permanent communicative partners (parents, siblings, etc.)

These are the person's lifelong communication partners: family members, people with whom the individual lives or has family ties

→ 1st circle of children: parents/guardians, brothers and sisters

→ 1st circle of adults: parent, spouse, children

- Circle 2: Close friendships/relatives → close, familiar relationships

people with whom the individual participates in leisure activities, shares common interests, plays and to whom he confides

→ the 2nd circle of children: friends from the neighbourhood or school

→ the 2nd circle of adults: family members, friends (but of long standing)

- Circle 3: known persons but not close friends

people whom the individual knows but does not see on a regular basis

→ neighbours, classmates, work colleagues, bus drivers, shopkeepers, etc.

- Circle 4: professionals (physicians, psychologists, educators, teachers, speech

therapists, etc.)

Salary professionals include people who are paid a salary to act as facilitators for the individual

→ therapists, doctors, teachers

→ although some of these people may become friends, they remain in this circle as long as they are paid for their services

- Circle 5: unfamiliar partners, all other people not specifically identified by the person completing the questionnaire

## NOTES



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